

STRATEGIC TEACHING

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Everything you do needs to be planned

- Planning helps from an extemporaneous overload
- Develops the rapport and guides the class in a non-threatening way
- Gives you peace of mind and confidence

What is scaffolding?

- Connect to prior knowledge
- Building a foundation that will lead to academic understanding of standards
- Scaffolding for English
- Scaffolding for content issues

What is differentiation



- Taking modification to the individual student level
- Giving options for assessment of all types

Strategies for Lessons



- Plan strategies for your lessons with strong purpose
- Change strategies when you need for different intelligences
- Change strategies when you are not getting where you want to be
- Build your strategy repertoire

Strategic teaching

- We are some of the only professionals who see our clients in a group
- We deal with very diverse groups
- 5 basic strategies: discussion, demonstration, lecture, practice, and assess

Lessons need to contain

- Introduction
- Presentation
- Practice
- Assessment
- Reflection

Grouping strategies

- ❑ Dynamic, not static
- ❑ Use different methods
- ❑ Your decision if you want it to be

Interactive Lecture



- Use a hook.
- Encourage note taking or completion of graphic organizers
- Make connections by allowing students to define in their own words (either or both languages) sketching, acting out, talking about feelings
- Review through pre-designed questions
- Have an end project

Types of feedback from students

- Recount
- Instruction
- Narrative
- Information report
- Explanation
- Argument
- Inquiry

Comparison and Contrast



- Can be used with almost anything
- Linking strengthens memory
- Helps find connections and create new ideas
- Can be used easily in visuals
- Is an academic skill that turns into a life skill

Comparison Contrast Organizers

- Top Hat
- Y – organizer
- Venn Diagram
- Chart
- Others

Guided Reading

- Makes the reader an active rather than a passive participant
- Can be done in zigsaw style
- Naturally chunks material
- Can lead to individual or group work

Tasks for Differentiation



- Have several tasks and let students choose.
- Do not force groups
- Student will learn from what they don't officially participate in

Resources:

- Silver, Harvey, et al, *The Strategic Teacher: Selecting the Right Research-Based Strategy for Every Lesson*, 2007.